

DEVELOPING SPEAKING SKILL OF THE SEVENTH GRADE STUDENTS THROUGH SHORT CONVERSATION

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ABSTRACT

This research aims at investigating the effectiveness of Short conversation in developing speaking skill of grade VII students of MTs Negeri 1 Palu. This is a quasi-experimental research design. The samples were 48 students of VII D and VII H which were selected purposively. The data gathered were analyzed statistically. The data were collected through pretest and posttest. The pretest was conducted to find out the students' skill before treatment. Mean score of the pre-test of the experimental group is 47.91 and the control group is 53.64. The post-test was administered to measure their speaking skill after the treatment. The mean score of post-test is 76.56 for experimental group and 61.45 for control group. By applying the degree of freedom (df) 46 and 0.05 of the significance level, the results of this research indicate that the t-counted value is 6.1 (high) and the t-table value is 2.014 (low). It means that the hypothesis of the research is accepted. In other words, using short conversation can develop students speaking skill of MTs Negeri 1 Palu.

Keyterms: *Developing; Speaking; Short Conversation.*

Penelitian ini bertujuan untuk menyelidiki efektivitas percakapan pendek dalam mengembangkan keterampilan berbicara siswa kelas VII MTs Negeri 1 Palu. Ini adalah desain penelitian eksperimental semu. Sampel adalah siswa kelas VII D dan VII H yang dipilih secara purposive. Data yang dikumpulkan dianalisis secara statistik. Data dikumpulkan melalui pretest dan posttest. Pretest dilakukan untuk mengetahui keterampilan siswa sebelum treatment. Nilai rata-rata dari pre-test dari kelompok eksperimen adalah 47,91 dan kelompok kontrol adalah 53,64. Post-test diberikan untuk mengukur kemampuan berbicara mereka setelah treatment. Nilai rata-rata post-test adalah 76,56 untuk kelompok eksperimen dan 61,45 untuk kelompok kontrol. Dengan menerapkan derajat kebebasan (df) 46 dan 0,05 dari tingkat signifikansi, hasil penelitian ini menunjukkan bahwa nilai t-counted adalah 6,1 (tinggi) dan nilai t-tabel adalah 2,014 (rendah). Artinya hipotesis penelitian diterima. Dengan kata lain, menggunakan percakapan pendek dapat mengembangkan keterampilan berbicara siswa di MTs Negeri 1 Palu.

Kata kunci: *Mengembangkan, Berbicara; Percakapan pendek*

INTRODUCTION

Speaking is a crucial part of language learning and teaching foreign language skill because it can be used for students to express their ideas and opinion orally daily life. Without speaking skill, they will just keep silent. In order to speak well, they should practice their speaking skill in everyday live. The teacher should give the students more opportunity to practice their speaking skill by giving some more example or activities that put them into real practice communication. Based on the preliminary research conducted by the researcher to the seventh grade student at MTsN 1 Palu, when the students studying

English in the class, most of the students had difficulties in speaking and share their idea. There were several problems that the students faced while they were speaking. Based on the kurikulum 2013, the goal of teaching English at MTs Negeri 1 Palu is to provide students to be able to use the language. The students are able to express ideas, feelings, and opinions orally, and use the language to communicate with others in daily life. In fact, the students of MTs Negeri 1 Palu still get difficulties to speak fluently in front of the class with their friends. The students problems were lack of vocabulary, low self confidence, being afraid of making mistakes when speaking, and they

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are nervous to express their idea in English orally.

Related to the problems above, the researcher stated that the problem occurred because is still less of interaction between teachers and students in teaching and learning process. Therefore, the teacher can use short conversation in teaching and learning process to develop and solve the problems of students in speaking skill.

By using this technique the students can have more opportunity to speak with their friend in order to develop their speaking skill especially in fluency and accuracy.

There are 3 components of speaking. The students who master the components of speaking can easily perform their speaking. According to Lackman (2010:3) components of speaking divided into three; they are, fluency, accuracy, and comprehensibility. The students who mastered the components can easily perform their speaking. Those are explained as follows:

One of the goals of teaching speaking is to develop/increase fluency in language use. Fluency includes intonation, grammar and pronunciation. intonation, grammar and pronunciation are important in speaking because the meaning of language can change if pronunciation is wrong and not good. Good pronunciation in speaking can make the listener easy to understand what a speaker is talking about. In this case, teachers and students have to able to convey what they want to say smoothly in ordinary situation. Ferguson (1998:1) argues : Fluency means the learner is producing the text in ordinary situations, speaking at a normal rate of speed not too fast, not too slow and with sufficient accuracy to be understood by speaker or the language with a minimum effort. "It is obvious that when we speak, we do not need much time to think how to respond someone says with making a concept before speaking natural. Besides, we cannot cat what students say when they make oral errors or something wrong with their speaking because it makes to in confident to speak again. Language learners who concentrate on fluency help their students to express themselves in speaking fluently in English. They with pay more attention to meaning and context and are less concerned grammatical errors. Will help students to develop their fluency.

Accuracy is one of the factors which can determine the success of English students in the future. Accuracy is ability to produce correct grammar and vocabulary. In this case, the speaker is demand to use correct grammar in using the target language. Bailey (2005:5) states, "Accuracy refers to ability to speak properly which selecting the correct word and expressions to convey the intended meaning, as well as using the grammatical pattern of English. " Using the right word in the right order with the correct pronunciation will help the speaker to convey his /her messages to be understood.

The used of those components of speaking during communication can affect the listener to comprehend, to be clear, and to be easy to understand messages produced by the speaker. As the affect, the process of communication will be run well. Related to explanation above , to develop students skill in fluency and accuracy, the researcher use short conversation to make students got some motivation and increase their self confidence.

Short conversation is an activity to help beginning learners build basic English skills. This activity give more opportunity to the student to speak. It is also called as a free communicative interaction. It means that the students are free to use their own words to express their own way. Short conversation usually involves a short conversation for one thing or idea or situation or opinion (Rubin and Thompson,1994). The teacher can start or create the situation in which students or learners will have to talk. One person will ask the learners or speakers free to decide how to develop and improving the conversation. Conversation involves at least two people where for both speaker and listener need to communicate to exchange information, ideas, opinions, views, or feelings. Yusnaini Lubis (1988:86) argues that "Question and answer is one major elements in natural conversation sessions.", In other words, we can conclude that one of important thing in speaking is a communication or interacting between the speaker and listener. So it will make good attraction or understanding about the object of topic. It means that the words that the speakers use must be clear, so that listeners can understand what the speaker says. Short conversation also useful for a teacher who wishes to speed up the students' oral ability

because in this activity they have more opportunity to speak rather than the teacher. The technique of short conversation, in which all the students of the class work in pairs to do the conversation and also can enable the students to create pleasant relaxed and lively classroom speaking activities because the students are not in the great pressure of the teacher's control when they are in speaking. When they are speaking, the teacher's role is a listener. He just listens what the students say, but if there are some mistakes do by the students, the teacher directly corrected their mispronounce and structure, vocabulary and grammar, so the students had opportunity to develop their speaking skill.

The advantages of short conversation is that the learners are not only able to understand the words of English but also to understand the correct English rules. It can be said that learning short conversation can represent the learner's intention by using suitable words in the sentence and also the students can get motivation to mention and understand about word and sentence. It can be used in daily activity, the students get directly experience and can direct practice to speak English. Ekort (2002) state that "group conversation can help people to understand each other easily, and also create better self confidence" according to the statement above group conversation can make students easy to understand and give more self confidence to practice conversation and share their opinion to each other.

Short conversation can be applied to develop the students speaking skill because they have opportunity to speak in front of the class. Many students know about English, but they do not fell confidence to join in the conversation. The researcher applying short conversation as the technique to make the students fell confidence to speak with other.

Thornbury (1992:25) states and argues that "Conversation models can help students to increase their fluency, accurately, comprehensibility and self confidence of speaker by encouraging then to progress from giving brief response to engaging in more some expanded, interactive discussion".

By using conversation, students will get much knowledge, their pronunciation and comprehensibility will better than before because the researcher corrected students'

mispronunciation after the students have done conversation. In this case, the researcher give the opportunity to the students to practice in develop and increase their pronunciation.

A conversation is ideas and opinion between two people in speaking practice. The most important thing is vocabulary mastery. It is at this point that true speaking activity occurs. Conversation practice occurs to one or more people share ideas orally in the classroom activity. In this case, the students who learn foreign language needs their native and mother language in say it. Because if the students listen directly to foreign language, they don't understand what they hear, so they can use other language or their mother and native language, so, understanding will occur to speaker and listener. Clearly to the students about the role of conversation in daily life and material. So student can speak based on the conversation and the students can more feel confidence in speaking.

According to Byrne (1981:11) In the classroom, you will need to ensure that the two skills are integrated through situation that permit and encouraged by giving authentic communication and also that the learners are taught to keep the channel of communication opening such situation.

Related to the statement above, that the conversation will contribute the ability of the students to understand and speak, about intensive study of sound, produce the words, structure and vocabulary.

The research of short conversation by focusing on fluency and accuracy in developing students' speaking skill had been conducted by some researchers previously. Dewi (2010).

Based on the statement and problem above the researcher formulated a research questions as follow: "*Can the use of short conversation develop students' speaking skill of the seventh grade of MTs Negeri 1 Palu?* " The objective of this research is to investigate whether or not using short conversation can develop students' speaking skill of the seventh grade of MTs Negeri 1 Palu.

RESEARCH METHOD

In designing this research, researcher used Quasi-experimental design. There were two classes that used by the researcher in this research they were : experimental group and

control group. The experimental group was given pretest, treatment, and posttest. On the other hand, the control group was only given pretest and posttest without treatment. These two groups the same pretest and posttest. The design of this research is proposed by Cohen, Manion, and Marrison (2007:282) as follows:

Experimental	O ₁	X	O ₂

Control	O ₃		O ₄

Where O₁ and O₃ are pretests, X is treatment, and O₂ and O₄ are posttests.

The population of this research was the VII Grade students of MTs Negeri 1 Palu. There are eight classes, VII A upto VII H. The total number of the population are 215. The samples are VII H as experimental group and VII D as control group.

A variable is characteristic attribute of an individual and also a group that can be observed. Best (1891:60) defines : Variables are the condition or characteristic that cause, influence, or predictor variables. Dependent variables are those that depend on the independent variables.

Others names for dependent variables are criterion, outcome, and effect, variable. Related to the title of this research, the independent variable is short conversation, while dependent is developing speaking skill.

The researcher used one instrument. It is the test consisting of pretest and posttest. The pretest used before the treatment in order to assess and measure the students' speaking skill. The posttest was given to the students after the treatment in order to measure the students' progress after the treatment.

To find out the students level of speaking ability the researcher employs the scoring system as recommended by Heaton (1988:100) as follows:

Table 1Rating /score of speaking

Rating/ Score	Accuracy	Fluency
4	Pronunciation is still moderately influenced by the mother tongue but serious phonological	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly

	errors. A few grammatical and lexical errors causing confusion	smooth delivery mostly. Occasionally fragmentary but succeeded in conveying the general meaning fair range of expression
3	Pronunciation is seriously influenced by the mother tongue but only a few serious phonological errors, some of which causes confusion.	Has to make an effort for much of time, often has to search for desired meaning. Rather halting delivery and fragmentary range of expression of limited
2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication many "basic" grammatically and lexical errors.	Long pauses while the searches for desired meaning. Frequently and halting delivery. Almost give up making effort very limited range of expression.
1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of language skill and areas practice in the course.	Full of long and unnatural pauses. Very halting and fragmentary. At times give up making the effort. Very limited range of expression.

Source: Adapted from Heaton (1988:100)

FINDINGS

The results of the research are divided into two. They are tests consisting

(pretest and posttest), and treatment. The researcher gave tests (pretest and posttest) as the main instrument in collecting data to the students. The pretest aims at finding out the students' skill before they got the treatment, while the posttest aimed at measuring the progress of students' skill in speaking after the treatment. The test focused on fluency and accuracy by using voice recorder as a helping instrument in collecting and measure data related to the scoring system. He scored the students while they were speaking in the classroom and checked them back at home by hearing their voice recorder in order to make sure the scores' validity. The test was done by seventh grade students of MTs Negeri 1 Palu. They were divided into two classes namely VII D as the control group and VIIH as the experimental group. The result of the pretest and post test of experimental group is presented on table 2

Table 2 Score of Pretest and Posttest of Experimental Group

No	Initials	Scores		Deviation
		Pre-test	Post-test	
1	ALS	50.0	62.5	12.5
2	AMI	50.0	87.5	37.5
3	ASY	50.0	75.0	25.0
4	CHA	50.0	87.5	37.5
5	DIM	50.0	87.5	37.5
6	IRS	50.0	75.0	25.0
7	MAA	50.0	75.0	25.0
8	MAF	50.0	87.5	37.5
9	MFA	37.5	62.5	25.0
10	MJU	37.5	87.5	50.0
11	MNR	50.0	75.0	25.0
12	MSA	37.5	62.5	25.0
13	MUA	50.0	62.5	12.5
14	MUR	62.5	75.0	12.5
15	MZI	37.5	75.0	37.5
16	NAM	62.5	87.5	25.0
17	NAR	37.5	62.5	25.0
18	NUA	50.0	50.0	0.00
19	NUJ	37.5	87.5	50.0
20	PRA	75.0	87.5	12.5
21	SAL	50.0	87.5	37.5
22	SYA	37.5	62.5	25.0
23	URW	37.5	87.5	50.0
24	VIC	37.5	87.5	50.0
Total		1150	1837.5	700
Mean		47.91	76.56	29.16

After counting the pre-test score of the experimental group, the researcher find that the mean score pre-test of experimental group is 47.91. The highest score is 75 and the lowest score is 37.5.

The highest score of the post-test of experimental group is 87.5 and the lowest score is 50. Furthermore, the mean score of the post-test of experimental group is 76.56. It means that there are development for the students of the result of the experimental group. It is increased and develop from 47.91 to 76.56.

The result of the pre-test and post-test of control group is presented on table 3

Table 3 Score of Pretest and Posttest of Control group

No	Initials	Scores		Deviation
		Pre-test	Post-test	
1	AAF	75.0	75.0	0.00
2	AKF	75.0	75.0	0.00
3	ALS	50.0	50.0	0.00
4	ANZ	37.5	50.0	12.5
5	ARL	62.5	62.5	0.00
6	DFN	37.5	62.5	25.0
7	DSW	50.0	75.0	25.0
8	FIR	37.5	62.5	25.0
9	GDK	62.5	62.5	0.00
10	HAM	50.0	62.5	12.5
11	IHB	50.0	75.0	25.0
12	JUD	37.5	50.0	12.5
13	MUR	62.5	75.0	12.5
14	MZA	62.5	62.5	0.00
15	RCL	50.0	50.0	0.00
16	SAD	50.0	50.0	0.00
17	SAU	62.5	50.0	-12.5
18	TIP	62.5	62.5	0.00
19	TUH	62.5	62.5	0.00
20	ULN	50.0	62.5	12.5
21	YIS	50.0	62.5	12.5
22	ZAM	50.0	62.5	12.5
23	ZAS	37.5	50.0	12.5
24	ZSF	62.5	62.5	0.00
Total		1287.5	1475	187.5
Mean		53.64	61.45	7.81

In calculating the students' individual score of the control group, the researcher employ and apply the same formula used in experimental group. For result, the researcher fined that the mean score of pre-test of control group is 53.64. The highest score is 75 and the lowest score is 37.5. The highest score of the post-test of control group is 75 and the lowest score is 50. Furthermore, the researcher finds that the mean score of post-test of control group is 61.43. There is also a development of the result of the control group. It rises up from 53.64 to 61.45.

After gathering all the data of experimental and control groups, the researcher counted the mean score of deviation and the sum of square of deviation from both groups. The

researcher found that the mean score of deviation of for experimental group is 29.16. Furthermore, the researcher calculated the value of t-counted by using t-test formula as proposed by Arikunto (2006:225) to see the significant difference of both groups. By applying the t-test formula, the researcher found that the t-counted value is 6.1.

Afterwards, the researcher compared the value of t-counted to the value of t-table in order to find out the significance difference between them. By using $N_x + N_y - 2 = 24 + 24 - 2 = 46$ degree of freedom (df) and 0.05 level of significance, the researcher found that the t-table value is 2.014. It shows that the t-counted value (6.1) is higher than t-table value (2.014). It means that the hypothesis is accepted. In other words, applyingg Short conversation can develop students' speaking skill of the seventh grade of MTs Negeri 1 Palu.

DISCUSSION

This research was quasi experimental research design. He divided the classes into two : experimental group and control group, where the experimental group consist of 24 and the control group consisted of 24 students. It was chosen purposively sampling. Grade VIIH was chosen as the experimental group, while grade VIID was chosen as the control group. Both of the group got pretest on January 7th 2019 before the treatment. The researcher focused on two components of speaking namely fluency and accuracy.

The researcher gave pretest for the students in order to test their skill before the treatment. He used voice recorder as the tool to make sure about the data that he got.

The result of both classes show that in experimental group, only one students got successful, whereas in control group there were two students who got successful. It caused the students' difficult to speak, lack of confidence and lack of vocabularies, afraid of making mistake, and nervous to show their ideas in orally. Some of the students speak in normal rate, but most of them had still low in speaking. It happened before the students gave the treatment. Thus the researcher using short conversation to solve this problem.

The researcher conducted and gave the treatment to Grade VII H students of MTsN 1 Palu by using short conversation.

The researcher gave the treatment to the students in six meetings by applying short conversation in developing their speaking skill. In the first treatment, the researcher explained the topic to the students, and then divided them into several groups. Each group consists two students only. After explaining the material and topic to the students, the researcher asked the students to make a short conversation based on the material and topic given. Before going to the main activity, the researcher ensured whether each group had clearly known the context given or not. The researcher gave a time to each group not only to make and practice a short conversation but also to discuss about the context offered by the researcher. After that, the researcher allowed each group to present their short conversation to other groups in front of the class. For each meeting, the researcher gave the students different topic to make and to practice in front of the class. It is aimed to develop their speaking skill through short conversation.

By looking at the result of pre-test in experimental and control groups, there some problems that the students faced during the teaching and learning speaking in terms of fluency and accuracy.

Related to fluency, the researcher gave pre-test to both of experimental and control groups. The result of pre-test showed that the students got difficulty to express their ideas. They sometimes took a long time for pausing to express their ideas. Furthermore, the students got gap when they have no words to say.

Likewise, during the treatment, the researcher divided them into several groups. Then, the researcher asked the other students to practice, discuss, and perform the result of their work. So that, the students who rarely spoke in the class got more chance to speak by performing the result of their group. Thus, after getting post-test, the result showed that experimental group's fluency was developed. Almost all the students could speak smoothly without hesitating and doubt in expressing their idea because they not only asks to the teacher but also they can discuss with their friends. It was different in control group students. In control group, the result did not receive the treatment. The researcher gave them a topic about short conversation then

ask them to perform with their friends in front of the class. The result showed that there was no significant developed group's fluency in control group.

Likewise in accuracy, in measuring the students produce sentences which is understandable by the listener, the researcher asked the students to perform with their friends. The students problem in accuracy, when they produce the words, most students did not know how to pronounce the words, this happened because they still influenced by their tribal accent. Another problem was confused in using grammar and sentence structure when they speak.

Conversely, after the students of experimental group got the treatment, the students already know how to say, produced, and pronounced the word well.

Grammar and sentence structure also develop in good way, it caused they not only asks to the teacher but also they can discuss and practice with their friends. While, the students in control group which not received the treatment do not make significant effect with the result they got in pre-test.

After calculating the students' mean score in pretest the researcher got 47.91 for experimental group and 53.64 for control group. It means that the result was low. The teacher and researcher decided to use another technique to make the students interested in the learning process in order to improve students' speaking. They agreed to use short conversation as teaching technique to made students more enjoy and interested while the teaching learning process.

The researcher found some progress of the students every meeting. First, the students, vocabulary has increased. Second, they have high interest and motivation in learning English. Third, they have a good confidence to speak English. Fourth, they get more chance to speak English. Fifth, they can use the language in normal rate smoothly and appropriately. Sixth, they enjoy speak English. Last, most students are fluent in speaking.

Posttest was administered by the researcher for both classes of experimental and control group, after giving treatment in grade VIIH in order to find out the students' progress and development in speaking skill. Both of experimental group and control group were given posttest on February 8th 2019. The

posttest was given by the researcher by order the students to speak with their friend related to the topic of short conversation. He used voice recorder as the tool to make sure the data that he got. The result of both classes show that in experimental group, there are seventeen students got successful, where as in control group there only five students got successful.

It caused the students most confidence and brief to speak and have more vocabulary in speaking English.

The finding has explicitly shown that the mean score of posttest the experimental group and control group was significantly different. The mean score of posttest the experimental group is 76.56 while the control group is 61.45. This shown that the treatment actually works in the process of teaching and learning. In other words, short conversation in teaching speaking could help students to understand the material and topic and to make easier to express their ideas. So, using short conversation to develop students' speaking skill of the seventh grade of MTs Negeri 1 Palu was success.

The research short conversation by focusing on fluency and accuracy in developing students' speaking skill had been conducted by some researchers previously. Dewi (2010) becomes one of the researchers who conducted a research, she found out that the students' result in speaking skill based on fluency and accuracy was increased by applying group conversation to the students. Furthermore, this current research was also an experimental research. The researcher concerned to search find out the students' achievement in learning speaking skill focusing on fluency and accuracy. She applied short conversation as a media in teaching speaking skill to made the students felt confidence to share their idea. As the result, the researcher found that there is a significant difference between the pre-test and the post-test. Therefore, the researcher concludes that short conversation can be considered as one of the effective ways in teaching and learning especially in speaking skill.

CONCLUSIONS

The researcher concludes that using short conversation can develop students' speaking skill of the seventh grade of MTs

Negeri 1 Palu in fluency and accuracy because the students' skill in speaking has developed after applying short conversation. Moreover, it also can help the students to build their confidence easily. It is shown out by looking at the mean score of post-test in the experimental group (76.56) and in the control group (61.45). Those results indicate that speaking ability of the VII grade students of MTs Negeri 1 Palu has developed. Based on the testing hypothesis, it shows that the t-counted is 6.1 (high) and t-table is 2.014 (low). It means that the research hypothesis is accepted.

The researcher suggests principal of MTs Negeri 1 Palu, the teacher, the students, and further researcher. First, the principal of MTs Negeri 1 Palu make sure that the teacher enter the class on time and teach the students till times over. Second, the teacher when giving the example about the material should take real things and real situation, around the student. Third, the students have to learn more speaking English, because speaking is the most important skill to communicate to the each other in daily life and express ideas in orally by using English language. Last, further researcher has to observe the students' difficulties in learning English before applying the strategy at the school in order to help the researcher to find out appropriate strategy to help the students in their problem.

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